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REPORTS

OF THE

SELECTMEN

AND

SUPERINTENDING SCHOOL COMMITTEE

OF THE TOWN OF

CHESTERFIELD,

FOR THE YEAR ENDING MARCH 1, 1866.

PUBLISHED BY ORDER OF THE TOWN.

1866.

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1866.



SELECTMEN'S REPORT.

The Selectmen of Chesterfield, pursuant to a vote of the town at the last Annual Meeting, submit the following Report for the year ending March 1, 1866 :—

Balance in Treasury March 14, 1865,	412 56
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RECEIPTS ON ACCOUNT OF

Town Tax, 1857,	1 52	
“ “ 1862,	1 93	
“ “ 1863,	6 72	
“ “ 1864,	185 28	195 45

Interest on Tax and Note,	4 71
Resident Highway Taxes,	67
Bridge Plank,	1 50
Use of Hearse,	1 00
Use of Town Hall,	4 25
Balance of Town Agents Account,	2 66
Labor and Produce of Poor Farm,	2 07
Sale of Personal Property, “ “	918 41
Sale of Real Estate, “ “	2328 00
County Pauper Claims,	537 14
State Aid Claims,	855 47
“ “ overpaid in January, 1864,	12 00
Mary E. Streeter's Note,	270 00
State Notes,	4784 00
Loans for the temporary use of the Town,	1866 00
Assessments for the year 1865,	10,102 90

\$22,298 79

PAYMENTS.

ON ACCOUNT OF TOWN DEBTS.

Town Notes Paid,	9414 32	
Town Bonds,	220 00	
Coupons on " "	237 60	
Services of Agent at Poor Farm in 1864,	92 15	
Support of Lincoln Girl in 1864,	13 00	
Expense of enrolled Men in procuring subs. in 1864,	17 00	
Sundry Bills for Bridge Plank, &c., in 1864,	6 33	
School House Tax in Dis. No. 1, in 1864,	19 00	
E. Randall for two barrels Flour in 1862,	16 98	10,036 38

TOWN PAUPERS.

For Joel Fletcher,	311 69	
Amandrin Hubbard,	131 25	
Charles Smith,	130 00	
Humphrey G. Albee,	51 04	
Luther Beals' Family,	20 00	
Lydia Ann Lincoln,	53 07	
Ame Draper,	40 00	
Mrs. Rhoda Britton,	47 67	
Mrs. Mary Grimes,	63 72	
Mrs. Carey,	51 50	
Transient Persons,	30 13	930 07

COUNTY PAUPERS.

For Theophilus Harris,	78 42	
Nathan Hildreth,	102 15	
Chloe Hildreth,	181 99	
Sally Eastman,	90 51	
Betsey Nash,	102 20	
Thankful Allen,	75 88	
Abram Moore,	85 53	
Transient Persons,	7 00	723 71

\$11,690 16

ROADS AND BRIDGES.

Surveying New Road,	2 00	
Guide Boards,	46 01	
Two Iron Scrapers,	18 00	
Irons for Bridges,	10 88	
Bridge Plank and Timber,	143 63	
Labor,	86 27	306 79

TOWN HOUSE.

Ringling Bell and care of House,	15 00	
Wood,	4 75	
Repairs,	80	20 55

TOWN OFFICERS.

Services of Selectmen,	153 75	
" " Town Treasurer,	20 00	
" " Town Clerk,	18 00	
" " Collector of Taxes,	40 00	
" " S. School Committee,	40 00	
" " Moderator,	2 00	273 75

SCHOOL DISTRICTS.

No. 1,	122 00	
" 2,	86 31	
" 3,	64 23	
" 4,	67 42	
" 5,	121 97	
" 6,	60 31	
" 7,	71 56	
" 8,	70 87	
" 9,	70 40	
" 10,	102 25	
" 11,	52 40	
" 12,	58 28	
" 13,	179 89	
" 14,	52 33	
" 15,	43 78	1224 00

MISCELLANEOUS.

Padlock for Pound,	25
Stationery, Postage and Revenue Stamps,	13 98
Services of Agent with Hearse,	14 00
Expense of Sale of Poor Farm Property,	66 01
Expense on Pauper Business and for Team Work,	59 80
Counsel on Discontinuance of Road, as per vote of Town,	25 00
State Aid for Soldiers' Families,	351 04
Expense in suit, Town vs. Brokers,	15 00
Damage done by Dogs,	89 00
Bounty and R.R. fare to L. W. Safford,	502 45
Loans for the temporary use of the town,	1903 22
State Tax,	3232 50
County Tax,	873 18
Non-Resident Highway Receipts,	26 21
Errors and Abatements of Taxes,	63 92
Discount on Taxes paid prior to Oct. 1,	478 38
Due on Tax Bill, 1865,	661 17
Town Reports,	25 00
Balance in Treasury,	383 43
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	\$22,298 79

LIABILITIES.

Town Notes payable,	22,968 00
Town Bonds,	3,824 35
Literary Fund Money,	400 00
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	\$27,192 35

ASSETS.

Tax Bills,	712 53
County Pauper Claim,	401 09
State Aid Claim,	173 77
Mary E. Streeter's Note,	993 77
P. S. Yeager's Note,	71 74
U. S. Bounties,	3600 00
Deficiency, amount being the excess of liabilities over assets,	21,239 45—
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	27,192 35

ESTIMATED EXPENSES FOR 1866.

State Tax,	3232 50
County Tax,	873 18
Schools,	1200 00
Town Charges,	1200 00
Interest on Debt,	1631 54
Town Bond,	220 00
	<hr/>
	\$8357 22

Respectfully submitted,

DAVID W. BECKLEY,	} <i>Selectmen</i> <i>of</i> <i>Chesterfield.</i>
HENRY O. COOLIDGE,	
LEVI L. COLBURN,	

REPORT OF THE TOWN AGENT OF CHESTERFIELD.

for the sale of Liquors for the year 1865.

Received for Liquors sold from Mar. 1, 1865, to		
Mar. 1, 1866,		853 98
Amount of Liquors on hand, Mar. 1, 1866,		201 42
		<hr/>
		\$1055 40
Liquors on hand Mar. 1, 1865,	156 49	
Paid for Liquors bought from Mar. 1, 1865,		
to Mar. 1, 1866,	801 32	
Paid for Government License,	25 00	
Paid for Agent's Salary,	25 00—1007 81	
		<hr/>
Nett profit to the Town,		\$47 59

R. G. TYLER, *Agent.*

March 1, 1866.

Subscribed and sworn to, before me,

H. O. COOLIDGE, *Justice of the Peace.*

REPORT OF THE SCHOOLS IN CHESTERFIELD, 1865-6.

GENTLEMEN :—

As Superintending Committee of your Schools the past year, I proceed to make some particular Report of each District. The statistical Report will be found in the Town Clerk's Office.

District No. 1: The Summer and Winter terms were both taught by Miss MARY E. CAMPBELL. Punctuality and order in this school were first rate. There was a lively interest manifested in the branches of study pursued. Recitations were accurate, and chiefly independent of book questions. This mode of recitation is worthy of being adopted by all our teachers. This District have erected a new school house, greatly to their convenience, comfort, and respectability.

No. 2. The Summer term of this school was taught by Miss S. I. STODDARD. This school was small and pleasant. The punctuality and habits of study were nearly complete. The closing examination showed good pleasure and progress. Not a tardy mark for the term!

Winter term, Teacher, Mrs. S. M. SARGEANT. Punctuality complete—not a tardy mark. Habits of study and moral deportment highly commendable. The relation between teacher and pupils was pleasant, and the improvement in studies decidedly good.

No. 3. Summer term, Teacher, Miss ELVIRA E. FARR. The teacher of this school took a lively interest in the welfare of her pupils, and helped them along with good success. She taught the small scholars useful lessons aside from their books. Late to school was an evil here. Moral deportment and habits of study chiefly good. Another evil in this District was found in some parents neglecting to supply their children with books.

Winter term, Teacher, Miss PHEBE A. PROUTY. Late at school was an evil this term also. Deportment and habits of study chiefly good. The teacher of this school appeared to be conscientiously faithful to her trust, and was disposed to do her best, but needed more animation, and a *leading off* spirit, to make her a first class teacher.

No. 4. Summer term, Teacher, Miss EMMA F. ROBERTSON. This teacher took a lively interest in her school, and progress in study was highly commendable. Deportment and habits of study are marked as ordinary, and punctuality in need of some improvement.

Winter term, Teacher, Miss ANNA R. SPAULDING. Punctuality this term also not perfect. Moral deportment and habits of study commendable, with some exceptions. The teacher of this school, having an aptness to teach, kept her pupils employed and interested in their studies. This tact was a prime means of maintaining order and preventing mischief. The examination was a proof of good thorough teaching,

No. 5. Summer term, Teacher, Miss ELLA C. WETHERELL. In this school, moral deportment ordinary. Habits of study chiefly commendable. Tardy marks more than necessary.

This teacher labored hard to teach a hard school. She was evidently more interested for her pupils, than some of them were interested for themselves. A few scholars in this school might have done better. They forgot the "chief end" of going to school, viz., to mind their books and their teacher. However, the examination showed decided marks of anxiety and pains-taking on the part of the teacher.

The Winter term of this school was taught by Mr. ALMON F. CATE. Tardy marks greatly abounded. Moral deportment of a part of this school was good, but a minor part of it evil; habits of study, ditto. The term began with favorable aspects, and seemed to "run well for a time." But presently some of the screws of the machinery worked loose, so that there were jars in every day's revolution. Measures were taken to tighten and alter the gearing. Then the reverse was so sudden as to cause friction for awhile; but the balance was soon restored, and the machine ran out the remainder of its' course in tolerable order. In all this breaking and mending, *nearly every one*,—teacher, scholars and parents, were ready to blame anybody but themselves.

No. 6. The Summer and Winter terms of this school were both taught by Miss F. S. HALL. The punctuality of this school was very good. Moral deportment and habits of study commendable. The school was small in number; but, by the untiring energy and pains-taking of their teacher, they made pleasing progress in study. They learned many useful lessons, taught them aside from book lessons. The teacher enjoyed the united favor of the parents and good will of pupils.

No. 7. The Summer term of this school was taught by Miss RHODA M. SHAW. Punctuality not perfect. Habits of study and moral deportment above ordinary. The relation between teacher and pupils appeared to be pleasant, and the progress of the school in study commendable.

Winter term, Teacher, Miss ELLEN E. PRIME. Late at school was a common evil. Habits of study and moral deportment quite good, with one exception. The teacher of this school was energetic, faithful, and successful; though sorely tried by one pupil who had no relish for order and propriety in the school-room. The teacher enjoyed the sympathy of the District, almost without exception.

No. 8. The Summer term of this school was taught by Miss MARY E. GRAVES. In this school, only two tardy marks for the term. Moral deportment and habits of study quite commendable. Order and quietness ruled, and great promptness and accuracy in recitation was the pleasing result. This teacher taught the small scholars useful lessons without the book.

Winter term, Teacher, Miss EMMA C. GILSON. Punctuality this term generally good. Deportment and habits of study very commendable. The relation between the teacher and pupils was pleasant. The teacher labored with cheerful interest and pains-taking for this school, and with good success.

No. 9. Summer term of this school was taught by Miss SAMARIA M. GIBSON. Punctuality was here a virtue—only one tardy mark for the term. Moral deportment and habits of study commendable. The teacher labored with apparent fidelity and interest, and the examination showed that the pupils had made pleasing progress in their studies.

Winter term. The school was taught this term by Miss EMMA F. ROBERTSON. The habits of study and moral deportment were commendable, but late at school this term was a common evil. Yet the teacher went to her work with an en-

ergy, skill and fidelity which aroused slumbering minds, and led this school to an advanced standing in their studies.

No. 10. The Summer term of this school was taught by Miss ELLA SWAN. This school was very small, only seven, yet is not to be left out of account. They enjoyed the smiles and aid of a teacher who was quite useful to them. Moral deportment and habits of study good, with one exception. Punctuality good.

Winter term, Teacher, Miss ELVIRA E. FARR. In this school more tardy marks in winter than in summer. Habits of study and moral deportment chiefly good. The examination of this school evinced that the teacher had labored with interest, fidelity and success. She taught some useful lessons to the small scholars, not found in the books.

No. 11. This school had only one term, and was taught by Miss CALIPHERNA A. BRITTON. By reason of sickness, this school closed a little sooner than expected, and your Committee made only one visit. Yet we have confidence that the teacher labored faithfully for all that belonged to this little and least of the schools.

No. 12. The Summer term of this school was taught by Miss LAURA JACKSON. During this term punctuality was a rare virtue. But one scholar claims it entire. Moral deportment and habits of study are marked as of a medium character. The prosperity of this school was hindered not a little, by a contention that arose between different parties of the school. Nevertheless, the examination evinced a good degree of care and fidelity on the part of the teacher, in endeavoring to advance her pupils in their studies.

Winter term. The teacher for this term was Miss ESTHER M. GURLEE. The punctuality was much better than during the summer term. Habits of study and moral deportment commendable. This teacher was systematic and thorough in her teaching; yet, at the examination there was less promptness and accuracy in recitation than had been expected. There was however, I think, in this case, more *knowledge* than *show*, at the close of the term.

No. 13. The Primary Department of this school was taught by Miss ABBIE M. SWAN. The little folks of this department, the Register says, were too often late at school this term. Still, a pleasant relation existed between the teacher and this school.

of children. She was useful in her oversight of this little company. Some of them read and spelled finely, and were very happy.

Senior Department. This was taught by Miss ANNA R. SPAULDING. Tardiness was an existing evil in *this department* also. Moral deportment and habit of study, in a part of the school was above par; and in a part only at par. This school was well taught, and the examination showed commendable progress in the various branches of study. If the teacher erred in her discipline, it was in being too easy with her pupils.

The Winter term of this school in each department has not yet closed. Your Committee can only say that he has visited them more than once already, and their prospects appear hopeful of good, yea, more, of excellence.

No. 14. The Summer and Winter term of this school was taught by the same teacher, Miss ANGELINE N. BENNETT. Punctuality was highly commendable. Habits of study and moral deportment decidedly good. This school presented the aspect of a quiet application to the duties of the day, and hence gave decided evidence of improvement at the close. Useful lessons were taught aside from the book.

No. 15. The Summer and Fall term of this school was taught by Miss EMILY J. ATHERTON. Punctuality in this school was not a thing the most of all loved. Moral deportment in a part of the school above par, and in a part, below par. Your Committee visited this school once each term, but by *some mistake*, he was not informed when either term closed. Still, at the first visit, the aspect of the school was favorable. The interest and manner of the teacher in the school-room promised success in her enterprise. But one word of kind advice to this District is, to employ a teacher for their next *winter* school, who can discipline boys, if they need it.

SUMMARY OF TEACHERS.

Twenty-four different teachers have been employed during the year. *Eight* have taught two successive terms in town. *Four* have taught two successive terms in the same District in town. But two male teachers for the year. Fourteen out of the teachers in summer, belonged to this town; and 12 out of 15 in winter, ditto.

In conclusion, suffer a few words of friendly suggestion for the future.

I have aimed to speak freely and impartially of the state of the schools in particular Districts. Truth first, favor last. Judge ye. It is due to teachers, who have been put in charge of our schools, to say *in general*, that they have performed their work with fidelity and good judgment, in advancing our schools in intellectual and moral culture. Yet they have labored with varied success. Some have possessed more skill than others; and some have had less difficult schools to instruct.

TEXT BOOKS.

A change has been made of some of the books this year, by the Committee chosen specially by the town for this purpose. This, I suppose, was in accordance with an act of 1863, to retain the books in present use, for at least three years. The change and uniformity is not entirely complete, but nearly so. Entire uniformity is *impossible*, until the book fever has had time to cool a little, and schools become acquainted with what are now recommended. The idea that a new series of Text Books must be introduced into our schools every three or six years, is fallacious,—it is all a humbug. To do this as often as we are urged to do it by agents that flood the country, would keep our schools in constant uncertainty and confusion, and parents in a state of just resentment. It is a damage to our schools to adopt so many *grades* of books as some authors recommend to us. Some authors are so beside themselves as to make *five* and *six* grades of Reading books, and then have an “intermediate” stuck in somewhere in the series! We have to count the order, as “*first primary*” and “*second primary*,” then an “intermediate,” and so on! And we have had recommended to us, by one author, at least *four grades* of Geographies! But your Committee chosen to decide upon books, have very wisely dropped out two of the graded series, viz., the “First Steps” and “Intermediate.” They have also dropped the “Intermediate Reader” And yet we have enough left. “Intermediate Geography!” As much reason for an *intermediate* Spelling book, or some *intermediate word*, between father and mother, that the child may learn to lisp this *intermediate* a year or two before it is permitted to say *father* and *mother* outright! It is not to be denied that there have been improvements in school books these last twenty years. But when a *real* improvement is well in use, do let that improvement alone, till scholars get

acquainted with it, before offering another—not to their benefit—but to their damage.

It is moderate to say, that a large part of what is *prated* about *improvements* in school books, is made by those whose *pecuniary interest* is largely promoted by it. And it is doubtless within bounds to say that *nine-tenths* of the improvements, “falsely so called,” are a mere verbal alteration, modification, and transfusing of former authors: as a new garment is often made up for children, by clipping, trimming, and new coloring old pieces. And *generally*, when a new book comes forth, as the process of such a new notion, it is an unfortunate one; making ideas which were before clear and intelligible, now *mixed, dark and mysterious*. In Grammar, the laws of language, of versification, parts of speech, &c., will remain by their standard, however much fancy and cupidity may reverse, expunge, and *new define* them. And the science of *numbers*,—notation, addition, subtraction, multiplication, division, integers, fractions, and the like,—are the *same things* to be learned by our scholars, although they may come to us recommended by a new author, under a new book-cover every month. A new edition of Geography is *oftener* called for, because States, Territories, boundaries and population are destined to change. But the multiplying of school books by new and marvelous authors, every year,—all crying the latest and best improvement,—is hardly outdone by the overflowing Patent Office at Washington! And as well may a man overboard at sea, outswim a shark pursuing him, as the Superintending Committee of a town rid himself of the teasing importunity of book agents.

PRUDENTIAL COMMITTEES, AND EMPLOYMENT OF TEACHERS.

It is well for the Prudential Committee to have a free understanding with the Superintending Committee in the employment of teachers. This seems a dictate of nature and of reason, inasmuch as the Superintending Committee is either to approve or veto the selection made. And it is well for the Prudential Committee to search for a teacher adapted to the particular school to be taught. One may be qualified for a teacher in *this school*, but not for *that*. As it has been said of a man and his wife, so it may be said of a teacher and a school to be taught, “there should be a *suitableness* between them.” In *general*, it is not thought to be wise to employ a person to teach in a District where they have been brought up. And this for obvious rea-

sons. Again, it is not safe to employ our *cousins* to teach our schools; because we are apt to think more of the *personal interest* of our cousins, than their real fitness for the place. But there are exceptions. *Fitness* before *favor*, should be the thought and rule in this matter.

QUALIFICATION OF TEACHERS.

1. *Love* for the employment. It is hard for a teacher and pupils to bear with each other, where this quality is wanting. A teacher to be in the best sense useful, should *love* the business, as a sailor loves his *ship* more than a *barn*; and as a farmer loves his *barn* more than a *ship*.

2. *Animation* is another essential quality in a good teacher.— A drawling teacher will have a drawling school. A teacher needs a clear and animating voice, and an eye open to meet the eye of every scholar addressed. If a teacher mumbles out his words in low and half spoken accents, his scholars will catch the habit, like contagion that goes from breath to breath.

3. A teacher should possess a *leading power*. With this power, a teacher will lay out suitable work for the pupils, at the beginning, leading them on with inspiring interest, in every lesson recited, to something new and inviting ahead. The teacher that does this, has his school already well governed. Scholars thus *led*, will seek their amusements in school hours, from their books, and not from idle play and tricks. And a teacher who would *lead* his pupils, must be able to ask many questions without a text book in hand. It is pitiable to see a teacher squinting all over a map, to see if his pupil has answered a question in Geography right; also to be bound to the questions of the book only, closely as a horse is bound to a tread mill, is slavish. Such a teacher is behind *his* or *her* true mark, and indeed behind the school.

VISITING SCHOOLS.

The tendency of this practice is useful, both to parents and children. We advise parents to make it more general. In about half the districts parents have made some account of visiting their schools; the other half have expressed very little interest that way.

SCHOOL HOUSES.

As a matter of economy and comfort, better houses are needed, in several districts, either by repairs or a new structure. The need of some *repairs* at least, is ready to cry out for shame. District, No. 1 has set up a shining mark and model of school-house building, within the year.

A word to parents on the renovation and reform of the *outside* of school-houses.

We send our children to school to learn *morality* as well as literature. But where in all the dwelling places of the land, do we find so many signs of *immorality*, as on the walls and doors of some of our school houses! I allude to the practice of defacing the school-house with indecent writing, figures and the like; which, on some of the houses in this town, ought to make modest demons blush! and here it is that all our children go to learn, according to statute law, 'the rudiments of virtue and civilization!' the obscene practice alluded to is the mark of the lowest brand, and a work of the meanest blockheads that disgrace humanity. A burning shame and cause of moral corruption to all children that "go in thereat." It is an indictable offence before the courts. And is it a virtue to be always silent in regard to this demoralizing nuisance? shall *silence* be the perpetual sign of approbation? Let parents consider the shameful evil, and with united voice of condemnation, seize their broad axe, chisels, saws, (and *fire* if need be,) and begin a reform. Then ye districts, if anywhere, "the plague is stayed," send to the "house of correction" the first booby detected in repeating the offence. And ye fathers, is it not your province, so to train your sons by *precept and example* at home, that they may feel some regard for moral decency abroad, especially at the school-house.

J. HALL,

Sup. Sch. Committee of Chesterfield.

